

WOLFRETON SCHOOL and SIXTH FORM COLLEGE

Policy Document

CAREERS EDUCATION, INFORMATION, ADVICE and GUIDANCE (CEIAG)

Revised in April 2019 by:	
Dave Temperton – Deputy Headteacher	
Adopted	Currently waiting for approval by Local Governing Body
Frequency of Review	Every 2 years
Last Review	April 2019
Review Date Due	April 2021

1 BACKGROUND

The DfE document Careers Guidance and Access for Education and Training Providers (October 2018) provides the statutory guidance for governing bodies, school leaders and school staff. The requirements and expectations of schools are that:

- Every school must ensure that students are provided with independent careers guidance from Year 8 to Year 13
- Every school must ensure that there is an opportunity for a range of education and training providers to access all students in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- Every school must publish details of their Careers Programme for students and their parents.
- Every school should begin using the Gatsby Benchmarks to improve careers provision and meet them by the end of 2020.
- Every school should offer each student seven encounters with employers – at least one for each year from Year 7 to Year 13.
- Every school should appoint a named person to the role of Careers Leader

Careers guidance secured under the statutory duties must:

- Be presented in an impartial manner
- Include information on the range of education or training options, including apprenticeships and technical education routes.
- Promote the best interests of the students to whom it is given.

2 INTRODUCTION

Wolfreton is committed to the provision of high quality careers, information, advice and guidance and recognises its impact in raising aspirations, motivation and achievement of our students.

‘Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is

also crucial in helping students emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.'

CEIAG forms a major part of the Wolfreton PSHEE programme and is a strong focus of Deep Learning Days at all key stages. Wolfreton endeavours to follow the Statutory Guidance from the DfE and in July 2016 achieved the Quality in Careers Standard. Reassessment for this standard will take place in July 2019.

3 OBJECTIVES

The careers programme is designed to meet the needs of our students, it is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

4 ENTITLEMENT

All students at Wolfreton School and Sixth Form College will take part in a careers programme that will raise aspirations, challenge stereotyping and promotes equality and diversity. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents/carers, enabling them to develop the skills they need to plan and manage their own personal development and career progression.

All students will have access to and support with using careers information. Personal guidance with a qualified careers advisor will be offered to all students, especially at transition stages, which will be impartial, confidential and focussed on individual needs.

5 MANAGEMENT AND STAFFING

The Careers Leader, working with the PSHE Lead Teacher, plans and coordinates the careers education programme which is delivered through PSHE, Deep Learning Days and the Personal Development curriculum. The Careers Leader is responsible for CEIAG administration, co-ordinates the work experience programme, provides information and advice to students, and line manages the careers advisor. The Careers Leader and PSHE Lead Teacher are responsible to the Deputy Headteacher.

6 CURRICULUM

The careers programme includes careers education sessions using the Common Application Process (logonmoveon) for post-16 courses, careers guidance activities, information and research activities and work-related learning (including work experience). Careers lessons are part of the school's personal development programme during Year 8 and Year 10 and in Year 9 all students use KUDOS. Other more focused events include the Careers Fair, Hull University ACE day, and presentations by FE Colleges.

An apprenticeship event is held locally which is run by the Education Skills Partnership for ER and Hull Schools, along with our Consortium Schools.

A full programme of Careers through PSHEE/DLD's and other activities is available on specific mapping documents and is published on the school website.

7 PARTNERSHIP

The school also has well established links with Hull University, local FE colleges, local training providers and our partner schools in The Consortium.

Wolfreton School and Sixth Form College will engage fully with our local employer and professional community to ensure real-world connections with employers that lie at the heart of our careers strategy.

We will attempt to utilise the following approaches:

- Mentoring and coaching
- Speakers from the world of work in schools
- An insight from Jobcentre Plus, or the National Careers Service into the labour market and the needs of employers
- Workplace visits and work experience placements
- Work 'taster' events such as games and competitions
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.

Work experience continues to play an important role for both pre and post-16 students and an annual partnership agreement is negotiated between school and Education 2 Work on the management of the programme. The provider access policy is published on the school website.

8 RESOURCES

Funding is allocated from the annual school budget in the context of whole school priorities and this is managed by the Careers Leader and the Deputy Headteacher.

9 STAFF DEVELOPMENT

Staff training needs are identified as part of the Partnership Agreement and in line with curriculum developments eg Logonmoveon, KS4 Pathways and KS5 Pathways, DLD's.

10 MONITORING, REVIEW AND EVALUATION

The school programme is reviewed annually using the compass tool measuring against the Gatsby bench marks, to identify areas for improvement. Students are actively involved in the evaluation of the CEIAG programme. A report with accompanying analysis is submitted to the Governing Body.

The school will measure the effectiveness of its careers and inspiration activity by considering both the attainment and the destinations of students. Success will be reflected in higher numbers progressing to apprenticeships, universities (including selective universities), traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

The report to Governing Body includes comprehensive coverage of destination data collected both internally and that published by the DfE.

11 LINKS WITH OTHER DOCUMENTS:-

The policy for CEIAG supports and is itself underpinned by a range of other school policies and programmes including Economic Wellbeing 11-19: Career, Provider Access Policy, PSHEE and Citizenship, Work Experience, Equality and Safeguarding Children.

This policy is reviewed every two years in discussion with relevant staff, the Youth and Family Support Service, students and the Leadership Team.